

Chief Executive’s Award for Teaching Excellence (2023/2024)

Excellence Indicators for Teaching Practices for

Kindergarten Education

Foreword

The *Excellence Indicators for Teaching Practices for Kindergarten Education* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2023/2024).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 18 to 20). The Indicators have been formulated and structured in a way that reflects the complexities of teachers’ work and the diverse nature of teachers’ competencies.

For the purposes of the CEATE, teaching excellence means teaching practices that are –

- (i) outstanding and/or innovative, with proven effectiveness in enhancing young children’s motivation and/or in helping young children achieve the desired learning outcomes; or
creatively adapted from exemplary teaching practices elsewhere to suit the local (i.e. school-based and/or student-based) context with proven effectiveness in enhancing young children’s learning outcomes;
- (ii) based on a coherent conceptual framework, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the learning targets of Kindergarten Education (i.e. fostering children’s balanced development in the domains of ethics, intellect, physique, social skills and aesthetics; fostering children’s good living habits and development of a strong and healthy body; fostering children’s interest in learning, inquisitive mind and eagerness to explore; as well as fostering children’s proper values and attitudes).

The Indicators fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. The examples of excellence cited for each Indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished kindergarten teacher, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and loving concern for young children. Each nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment. However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared with peers. In assessing group nominations, we will also consider the effectiveness of teamwork as measured by the contribution of each group member, collaboration among group members, and how the concerted efforts of group members have contributed to the desired outcomes.

Assessment Working Group
Chief Executive's Award for Teaching Excellence (2023/2024)
October 2023

Excellence Indicators for Teaching Practices for Kindergarten Education

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • design a school-based curriculum that aligns with the objectives of the Kindergarten Education curriculum in Hong Kong, the school’s vision and mission, the trends of kindergarten education, while catering for the diversity of young children; • plan and design a comprehensive and balanced school-based curriculum that embraces the concepts of lifelong learning and whole-person development, and the objectives of providing balanced learning opportunities in the five aspects of development, namely “Moral Development (ethics)”, “Cognitive and Language Development (intellect)”, “Physical Development (physique)”, “Affective and Social Development (social skills)”, and “Aesthetic Development (aesthetics)” in order to cater for young children’s developmental needs, abilities, interests and experiences; and work out a schedule of diversified learning activities for the whole class, small groups and individuals with a good balance between the quiet and active elements; • design properly an integrated curriculum comprising the open-ended, flexible and coherent modes of learning by adopting a child-centred approach, and taking into account the developmental and learning characteristics of young children of different ages, in order to provide them with diversified and enriched learning experiences, create an environment conducive to learning, and encourage self-directed learning, thereby fostering their comprehensive and balanced development through free and joyful exploration as well as “learning through play” (including free play); • achieve the developmental objectives of helping young children construct knowledge progressively, develop basic skills as well as proper values and positive attitudes by working on themes that are in line with young children’s everyday life experiences and interests, and engaging them in games

Area	Performance Indicator	Examples of Excellence
		<p>incorporated with the content of the six learning areas, namely “Physical Fitness and Health”, “Language”, “Early Childhood Mathematics”, “Nature and Living”, “Self and Society”, and “Arts and Creativity”;</p> <ul style="list-style-type: none"> • actively promote the cultivation of values by linking up various areas (e.g. activity planning, teacher training, home-school co-operation) and integrate the elements of values education into learning activities organically, which enables children to develop proper values and attitudes in an enjoyable learning process, and learn and appreciate the beauty of Chinese culture and traditional values, thereby gradually nurturing their patriotism and sense of national identity; and • incorporate into the curriculum and implementation programmes the objectives of achieving inclusion and catering for learner diversity which serve as the basis for revising learning content and adjusting teaching strategies to meet the diverse needs of young children; and flexibly adjust the curriculum content by, for example, updating teaching plans and designing appropriate games and activities, to provide space for young children with different abilities, language and cultural backgrounds, and learning needs to fully unleash their potential.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • actively participate in curriculum design, help co-ordinate and monitor the implementation of the curriculum, and ensure that learning activities meet the developmental needs of young children, with a view to continuously enhancing the quality of learning and teaching; • work closely with colleagues on adapting the curriculum developed by the Curriculum Development Council, devising school-based curricula and teaching plans, designing games and activities, and formulating assessment policies that facilitate young children’s learning and development, with a view to meeting the developmental needs of young children and enhancing their learning outcomes; • evaluate the effectiveness of teaching plans and learning activities designs through reflection on teaching practices and curriculum review; and actively put forth and duly follow up on proposals for curriculum improvement in order that young children are provided with the most appropriate education and care services; • fully utilise the school-based resources to carefully plan and create diverse, safe and healthy learning environments that cater for young children’s abilities, interests and developmental needs, and correspond to different topics of learning, with a view to enriching children’s learning experiences and fostering their balanced development; • clearly define the scope of activities and rules, and carefully design learning environment plan to enable young children to take the initiative and concentrate on exploring and learning through play, while interacting and communicating with their classmates, with a view to developing their self-care abilities and good living habits, and promoting their social and creative development; and • prepare adequate and appropriate teaching resources, set up different interest corners, and make good use of diversified play equipment, materials, teaching resources, toys and books as well as resources from parents and the community to support curriculum implementation.

Area	Performance Indicator	Examples of Excellence
	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • set clear and specific learning objectives and devise concrete teaching plans by adopting a child-centred approach and taking into account the developmental needs and abilities of young children; and help young children develop a greater interest in learning, self-care abilities, self-confidence, and an inquisitive mind through the provision of individual, group and class learning opportunities, and the flexible arrangement of diversified free-choice activities and free play sessions; • set reasonable expectations for young children to cater for their diversity, in terms of abilities, personalities, interests, backgrounds, cultures, daily habits and modes of learning, and teach with an effective allocation of time to suit young children’s level of understanding and needs, as well as give them appropriate feedback, inspiring guidance and learning support according to the observations of children’s responses, learning performance or interests, and make necessary adjustments to teaching strategies, with a view to enabling young children with diverse characteristics and needs to enjoy learning and their school life; • design interesting and appropriate games that stimulate cognitive thinking, gather and utilise diversified teaching materials, toys and books, provide a wide range of activities in the interest corners to create a suitable learning environment for young children to use multiple senses to freely explore, make attempts and practise what they have learnt through firsthand experience, and guide them in learning through observations, experience and imagination, with a view to enhancing their interest in learning and promoting their self-directed learning; • teach with smooth and vivid illustration, as well as clear, organised and appealing demonstrations; help young children understand the learning content using open-ended questions and simple instructions; and scaffold young children’s learning by means of diversified strategies to enhance their learning effectiveness at the most opportune time;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • promote two-way communication and establish an intimate teacher-student relationship by having friendly and polite dialogues with young children and encouraging them to share and recount their experiences, thoughts and feelings; and constantly give encouragement and express appreciation to young children to make them feel respected and accepted, with a view to creating a harmonious, relaxing and joyful learning atmosphere; • enrich the learning elements of national education and national security education in daily theme-based learning and play based on school-based curriculum design through “organic integration” and “natural connection” of the content of various learning areas; • actively participate in young children’s play to build a friendly relationship with them; stimulate young children’s thinking, help them construct knowledge and unleash their creativity through play, and timely intervention by keeping track of the learning and growth of individual children; and facilitate the balanced development of basic skills of young children through various learning activities; • work out clear classroom rules with young children and pay close attention to their observance; praise young children who behave well and give timely and appropriate guidance to those who misbehave in order to ensure a safe and harmonious learning environment for young children; keep a close eye on the arrangement of activities and handle situations that can trigger behavioural problems among young children in an appropriate and timely manner; help young children understand the importance of mutual co-operation and observance of rules, as well as develop self-care abilities; and foster their proper values, attitudes and behaviour from a young age; • maintain close communication with parents to improve mutual understanding and enable young children to learn in a more coherent manner with the support and collaboration of their parents, thus promoting their growth and addressing their learning needs; • appropriately develop young children’s proper attitudes and habits of using electronic products in daily life in accordance with the curriculum rationale of “learning through play”; • master the strategies for identifying, handling and following up on young children’s diversity, and

Area	Performance Indicator	Examples of Excellence
		<p>enhance home-school communication, so as to understand and follow up on the needs of young children, with a view to promoting an accepting and inclusive culture in the kindergartens; and</p> <ul style="list-style-type: none"> • appropriately introduce and make good use of external resources, taking into account the developmental needs of young children and the school-based curriculum; maintain regular contact and communication with parents, other schools, community organisations, government bureaux and departments as well as non-governmental organisations to organise a diverse range of learning activities in collective efforts, so as to enable young children to explore and put what they have learnt into practice; gather and accumulate effective learning and teaching strategies and experiences to facilitate the development of the school-based curriculum, with an aim of persistently enhancing the learning quality of young children.
	1.4 Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • keep abreast of the trends in kindergarten education, the entire philosophy of kindergarten education and theories on child development; and demonstrate good knowledge and skills, in particular, profound professional knowledge on the learning areas, and apply them effectively in learning and teaching; • show friendliness and patience in guiding young children; understand their emotions, abilities, needs and constraints; respect and accept the unique developmental pattern of each child; care for young children and interact with them in a receptive and appreciative manner; act as a patient listener to the different ideas of young children, treat their feelings genuinely, adjust teaching strategies accordingly, and offer positive encouragement to help them develop self-confidence; • lead by example and set himself/herself as a role model who teaches by words and deeds, and displays worthiness in demeanour, attitudes and values, etc., with a view to achieving the objectives of whole-person development;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • maintain close contact with parents to keep all parties apprised of the young children’s family and school lives, and address parents’ concerns with care and tact, so that both sides can better help the children develop good living habits and attitudes; • adopt suitable strategies to help the newly admitted children adapt to school life as well as prepare those who are about to progress to primary education to get ready psychologically and emotionally from the perspectives of living habits, social skills and learning attitudes; and help parents understand the developmental changes and learning needs of young children at different developmental stages, and encourage parents to actively support and collaborate with the school in enabling the happy and healthy development of their children; and • value professional development and actively pursue continuous learning with the awareness of, the abilities for and the positive attitudes towards lifelong learning, so as to continuously enhance professional competence through self-reflection and peer sharing activities.
	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • in line with the curriculum objectives, diversified formative and summative assessment strategies are flexibly adopted in the ongoing assessment of young children’s physical and psychological development and learning. • adopt appropriate assessment methods and approaches and draw on various sources (including information obtained by observation, records, assignments of young children and information provided by parents) to objectively analyse and evaluate young children’s learning progress and development in a real-life learning context; • use the information obtained from assessments to review and adjust the relevance of assessment items, analyse and follow up on assessment results, review the effectiveness of learning activities as well as learning and teaching strategies, and refine the whole-school curriculum; • guide and assist young children in reflecting on what they have learnt and how they have grown;

Area	Performance Indicator	Examples of Excellence
		<p>enable them to recall, revisit and consolidate their learning; provide them with positive feedback to help them identify the areas for improvement; and use young children’s feedback as input when reviewing the suitability of curriculum content and learning activities in order to enhance learning and teaching effectiveness; and</p> <ul style="list-style-type: none"> • maintain effective communication with parents to help them understand their children’s learning progress and development, so that they can set reasonable expectations for their children and explore their children’s potential; and ensure that young children are given appropriate counselling and referral services as early as possible when they were identified as having special needs or potential difficulties in development.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • foster in young children an inquisitive mind and motivation for learning to help them explore actively, participate eagerly and learn attentively; give young children opportunities for in-depth exploration and arouse their curiosity, so that they can enjoy learning through play and activities; • help young children enjoy social life by engaging them in active and earnest interaction and experience sharing with peers to learn from and appreciate one another; cultivate in them a positive life attitude, and enable them to experience and put positive values and attitudes into action in the daily learning environment, which has numerous opportunities for interpersonal interactions; • help young children develop self-confidence, self-acceptance and a positive self-image; encourage them to talk to others and express themselves confidently in the learning process; and encourage them to stay positive and strive hard to overcome difficulties with perseverance; • actively foster in young children good character and proper manners; enable young children to understand their roles and responsibilities in their families, schools, society, country and the world; and strive to create a safe and orderly learning environment in school where the children are taught to abide by the law, take good care of public property, and respect and care for others, with a view to nurturing them into good law-abiding citizens; • educate young children about Hong Kong’s status as a part of the nation and their identity as Chinese, as well as the national flag, national anthem and national emblem, so as to develop in them from an early age a sense of nationhood and national identity; introduce to them the basic facts about our country and the Chinese culture; teach them to respect other cultures and customs; and cultivate in young children positive and proper values and attitudes, including perseverance, respect for others, a sense of responsibility, a sense of national identity, commitment, integrity, care for others, law-abidingness, empathy, diligence, etc., thus laying a solid foundation for their whole-person development;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • build mutual trust and maintain a harmonious relationship with young children; and • adopt diversified and appropriate strategies to sustain the interest in learning and curiosity for knowledge of young children progressing to Primary One, and nurture in them the courage to overcome difficulties, so as to facilitate children coping with the challenges that come with primary schooling and adapting as well as integrating gradually into the primary school life.
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • actively help young children develop their motor and sensory abilities to enhance their adaptability, health and safety awareness; help them develop good living habits and self-care abilities, build a good physique, stay healthy both physically and psychologically; develop their sensory perception and motor skills; and help them embrace self-confidence, willpower, courage, and perseverance; • help young children acquire language and communication skills, so that they can properly express their ideas and needs or share their life experiences with others; help them progressively acquire the abilities to listen, speak, read and write to build a language foundation through real-life and interesting language learning experiences; and help them develop an interest in and a habit of reading; • help young children understand and apply simple mathematical concepts in their daily life, acquire thinking and problem-solving skills through observation, investigation, analysis and discussion, and develop an interest in and the attitude and elementary thinking skills for learning mathematics; • actively help young children explore the surroundings and natural phenomena; arouse their curiosity and inquisitiveness; enable them to experience the close relationship between nature and everyday life, remain objective and open-minded, and acquire basic exploratory skills including observation, anticipation, questioning and making assumptions by using the senses, comparing and manipulating different objects; help them gain a rudimentary understanding of scientific concepts and technology, with a view to developing their abilities to solve problems; and teach them to appreciate, respect

Area	Performance Indicator	Examples of Excellence
		<p>care for nature and live an environmentally-friendly life;</p> <ul style="list-style-type: none"> • actively help young children understand their abilities and strengths as well as their relationship with society in order to develop their capabilities for independence and empathy, and enable them to learn to care for others’ feelings and needs, care for the community, respect and cherish life; • inspire young children to express their feelings and unleash their creativity through diversified and interesting activities of creating, presenting and appreciating arts; expose them to different cultures, deepen their understanding of the arts and prepare them for appreciating artworks and performances of different modalities, as well as the beauty in life, with a view to nurturing their aesthetic sensitivity and creativity; • develop and nurture young children’s generic skills to prepare them for lifelong learning by guiding their learning, exploration and creation using appropriate learning styles, different resources, and diversified activities and experiences; and • create a good reading atmosphere through diversified, interesting and suitable reading activities to enable young children to love and enjoy reading and further enhance their reading interests and abilities.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • show passion in early childhood education, fully grasp the rationale of kindergarten education and theories on child development, keep abreast of the current trends in kindergarten education, daringly innovate, possess excellent knowledge and skills, respect and accept the uniqueness of each child with an open-minded attitude, and make constant reflection on his/her performance to raise professionalism; • demonstrate good moral character and proper values, and observe rules and the law; • perform the three professional roles of a teacher, namely a “caring cultivator” who supports students’ all-round development, an “inspirational co-constructor” who inspires students to construct knowledge and a “committed role model in teaching profession” who shows professionalism; actively participate in internal and external professional training, show enthusiasm for learning, and pursue continuous learning to strive for self-improvement and professional enhancement; • take the initiative to produce innovative and exemplary teaching materials, actively share them with peers, so as to strive for excellence in learning and teaching; • promote the culture of educational research by actively supporting the professional development of teachers and eagerly share his/her teaching experiences through joining or establishing the professional learning communities of kindergarten education, with the aim of contributing to the teaching profession; • foster a collegial sharing culture in school by providing professional advice and support to other teachers; • readily participate in professional exchange activities and foster a sharing culture among schools by disseminating good teaching practices with and offering professional advice to teachers from

Area	Performance Indicator	Examples of Excellence
		<p>other schools;</p> <ul style="list-style-type: none"> • maintain good communication and close contact with the community and external organisations, and actively support and participate in education-related community services or voluntary work; and • actively participate in professional exchanges with primary school teachers, such as inter-school visits and lesson observations, to deepen mutual understanding of curriculum design and modes of teaching, with a view to preparing young children and parents for progression to Primary One.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • lead peers in designing, implementing and reviewing school-based activities for various learning areas of the kindergarten education curriculum, with a view to continuously improving the quality of learning and teaching; • set a good example by identifying educational objectives in collaboration with peers, with a view to encouraging stakeholders to share and realise the school’s vision and mission, and promoting sustainable school development in concerted efforts through consensus-building and teamwork; • take a leadership role to inspire and foster a culture of collaboration among peers through demonstrations and experience sharing, and enhance teachers’ professional capacity through lesson observation, collaborative lesson preparation and discussion, with a view to developing a professional learning community in school, and promoting the professional development of teachers; • provide diversified and real-life learning environments for young children in collaboration with their parents by flexibly introducing and deploying community and external resources, with a view to establishing a rapport between teachers and students, facilitating the school’s continuous improvement and upholding its good public image with collective efforts; actively promote home-school collaboration and build mutual trust with parents in order to jointly support the school development; • strive to create a healthy, proactive and caring atmosphere, join hands with colleagues to build a harmonious and inclusive culture in school, and promote the school’s culture and ethos through a variety of effective means; • support the professional development of novice teachers, such as taking up mentorship roles and promoting collaboration in teaching practices;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • actively share with parents information about early childhood education, and build mutual trust and establish partnership with them through home-school activities; • actively promote parent education and empower parents by providing them more comprehensive support and information, with a view to enhancing communication and collaboration between parents and the school, and promoting healthy, happy and balanced development of young children; and • remain sensitive to factors that may affect young children’s learning, and take the initiative to put forth suggestions on remedies for the school to follow up in a timely manner, with a view to enhancing school development.

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